

Education Research & Data Center Data Discussion

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Washington State Board of Education
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OUTLINE

- Education Research & Data Center (ERDC) timeline
- ERDC vision, mission, values
- ERDC model: statutory responsibilities
- P-20 critical questions
- P-20 core data
- Examples
 - Postsecondary enrollment patterns
 - Employment of high school students
 - Remedial course-taking rates
 - Where do teachers go?
- P-20/K-12 interactions
- ARRA SLDS Grant components
- Additional analysis on transitions

EDUCATION RESEARCH & DATA CENTER (ERDC)

- 2005-06: Washington Learns – established the need for P-20 research and data
- 2007 Legislature (E2SSB 5843) created ERDC within Office of Financial Management (in collaboration with LEAP)
- 2009 Legislature (ESHB 2261) directed ERDC to “identify the critical research and policy questions” and adds P-20 data governance role. Also, directs ERDC and OSPI to “take all actions necessary to secure federal funds to implement sections 201 through 203 of this act.”
- December 2009 – ERDC and OSPI submit grant proposal for P-20/Workforce data system funding through the American Recovery and Reinvestment Act (ARRA). Notification of award (\$17.3 million) announced May 2010.

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Vision

- To promote a seamless, coordinated preschool-to-career (P-20) experience for all learners by providing objective analysis and information.

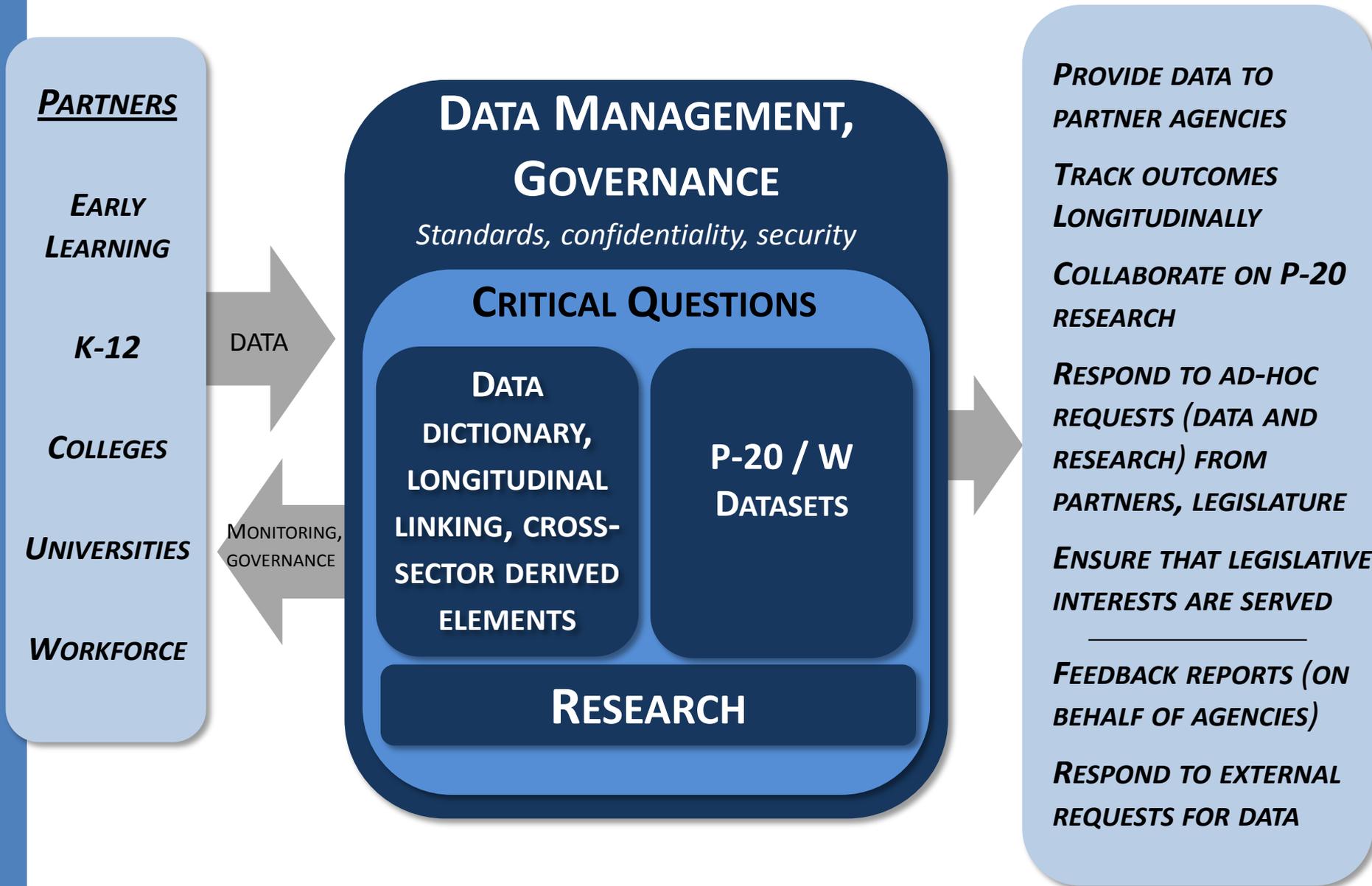
Mission

- To develop longitudinal information spanning the P-20 system in order to facilitate analyses, provide meaningful reports, collaborate on education research, and share data.

Values

- Coordinate, facilitate, build upon and enhance the education data collection and analysis already being done by multiple agencies and institutions.
- Adhere strictly to both the letter and spirit of privacy laws affecting individual student record data and be sensitive to other privacy concerns.
- Achieve consensus wherever possible among participating agencies and institutions in determining the best data and research available to help guide the implementation of P-20 goals.
- Conduct all business, data development and research in an open and transparent fashion (to the extent allowed by privacy laws), with the full inclusion of education agencies, organizations, and institutions as well as legislative participants.

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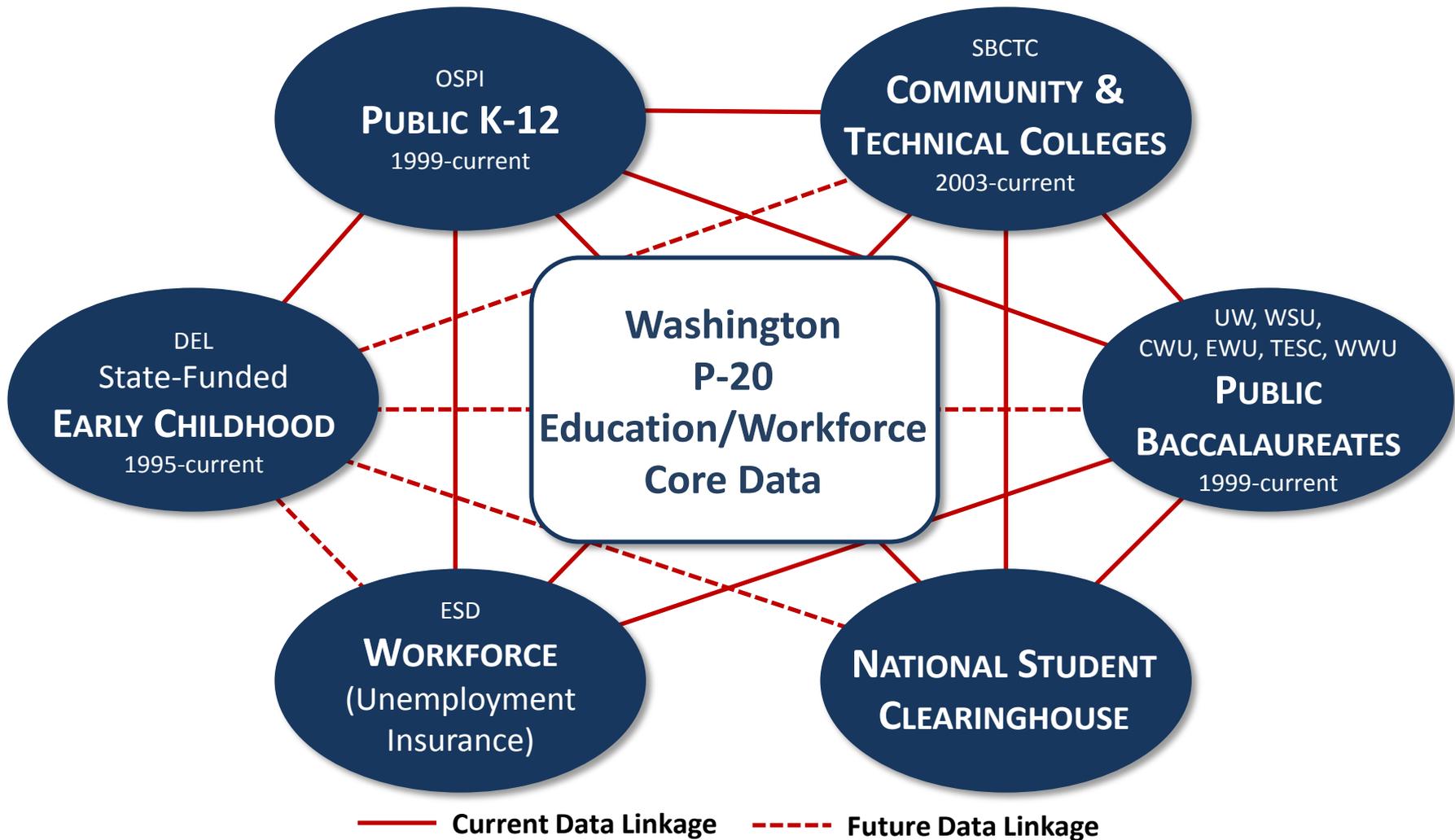


CRITICAL QUESTIONS

- Student Profile: Who are the students? What are their characteristics?
- Quality/Achievement: What are students doing? How well? Course-taking, assessments, tests, etc.
- Transition/Advancement Outcomes: Do students continue on education path? Graduation rates, dropouts, retention, employment
- Program effectiveness and costs: Evaluation and comparisons of programs, schools, districts
- Teachers: Supply, distribution, retention, training

For a more complete discussion, see “Critical P-20 Research and Policy Questions” <<http://www.erd.c.wa.gov/questions/>>

P-20 LONGITUDINAL DATA ELEMENTS



OSPI = Office of Superintendent of Public Instruction
 DEL = Department of Early Learning
 ESD = Employment Security Department
 SBCTC = State Board for Community & Technical Colleges

UW = University of Washington
 WSU = Washington State University
 CWU = Central Washington University

EWU = Eastern Washington University
 TESC = The Evergreen State College
 WWU = Western Washington University

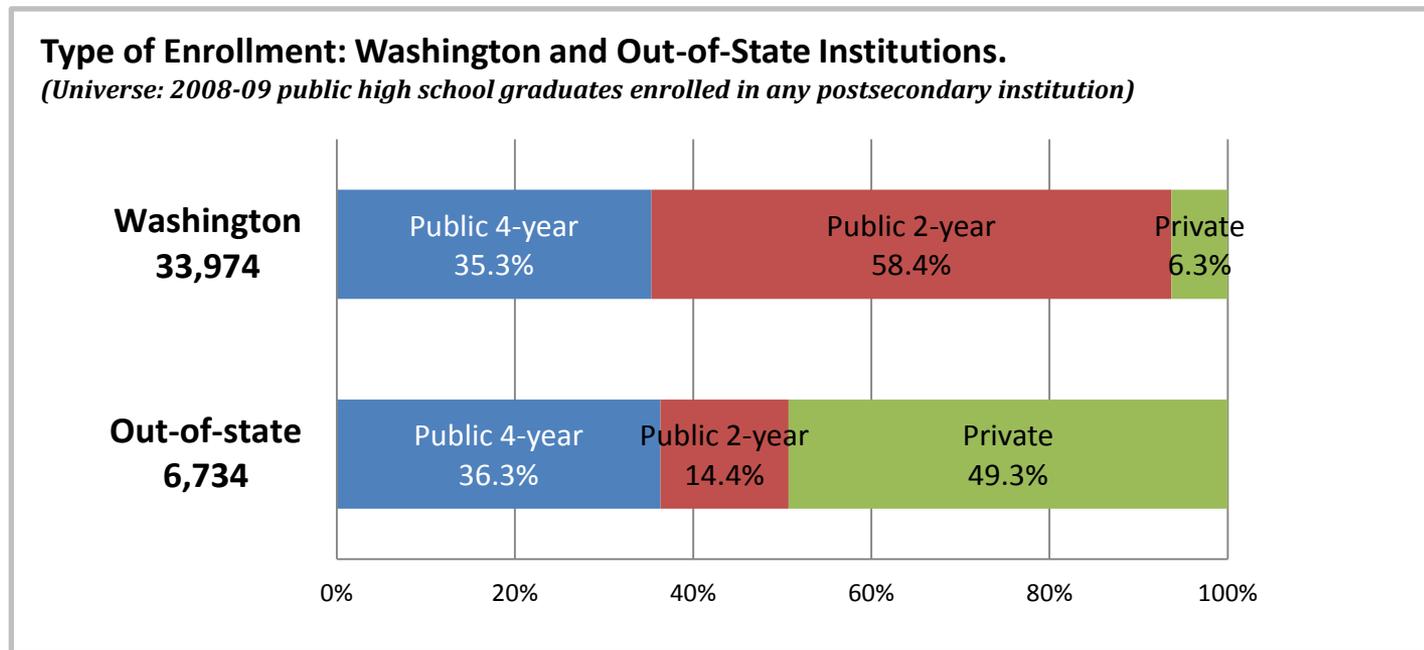
EXAMPLE: POSTSECONDARY ENROLLMENT STATUS

2008-09 high school graduates:

64.2% enrolled in postsecondary education by June 2010

Of those enrolled:

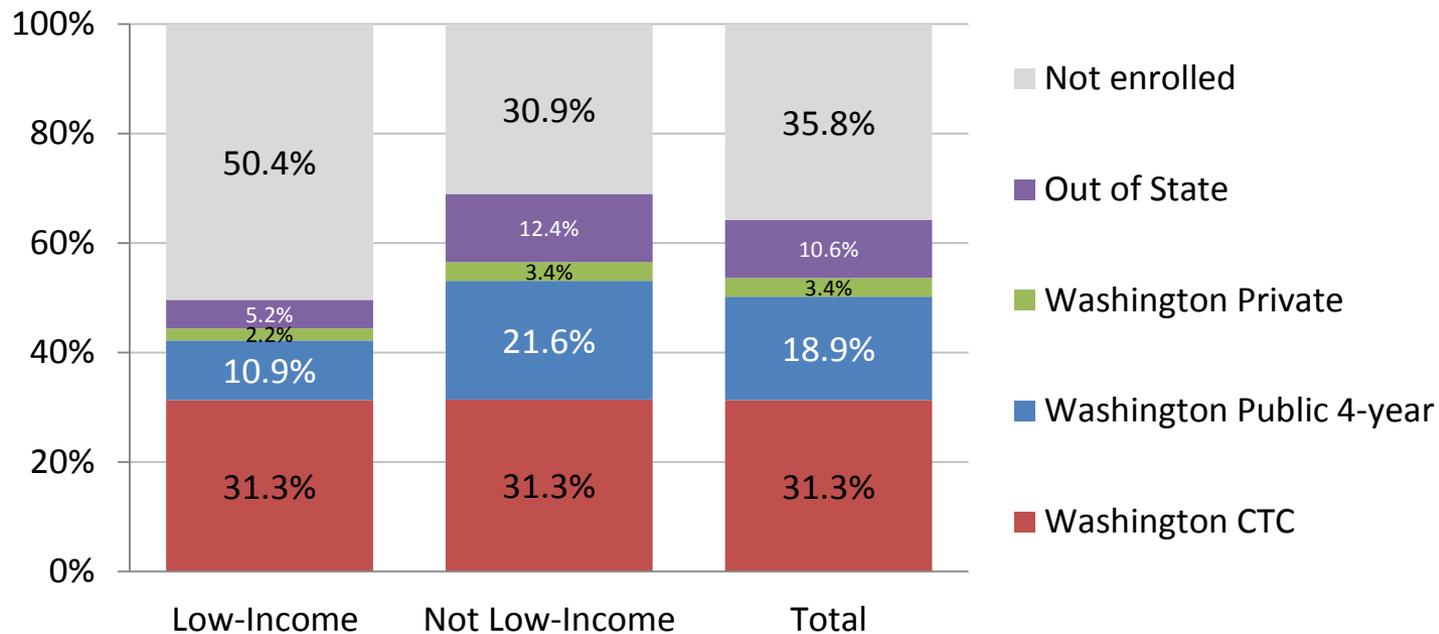
83.5% enrolled in Washington institutions



POSTSECONDARY ENROLLMENT STATUS (CONTINUED)

Postsecondary enrollment by income status and type of institution.

(Universe: 2008-09 public high school graduates)

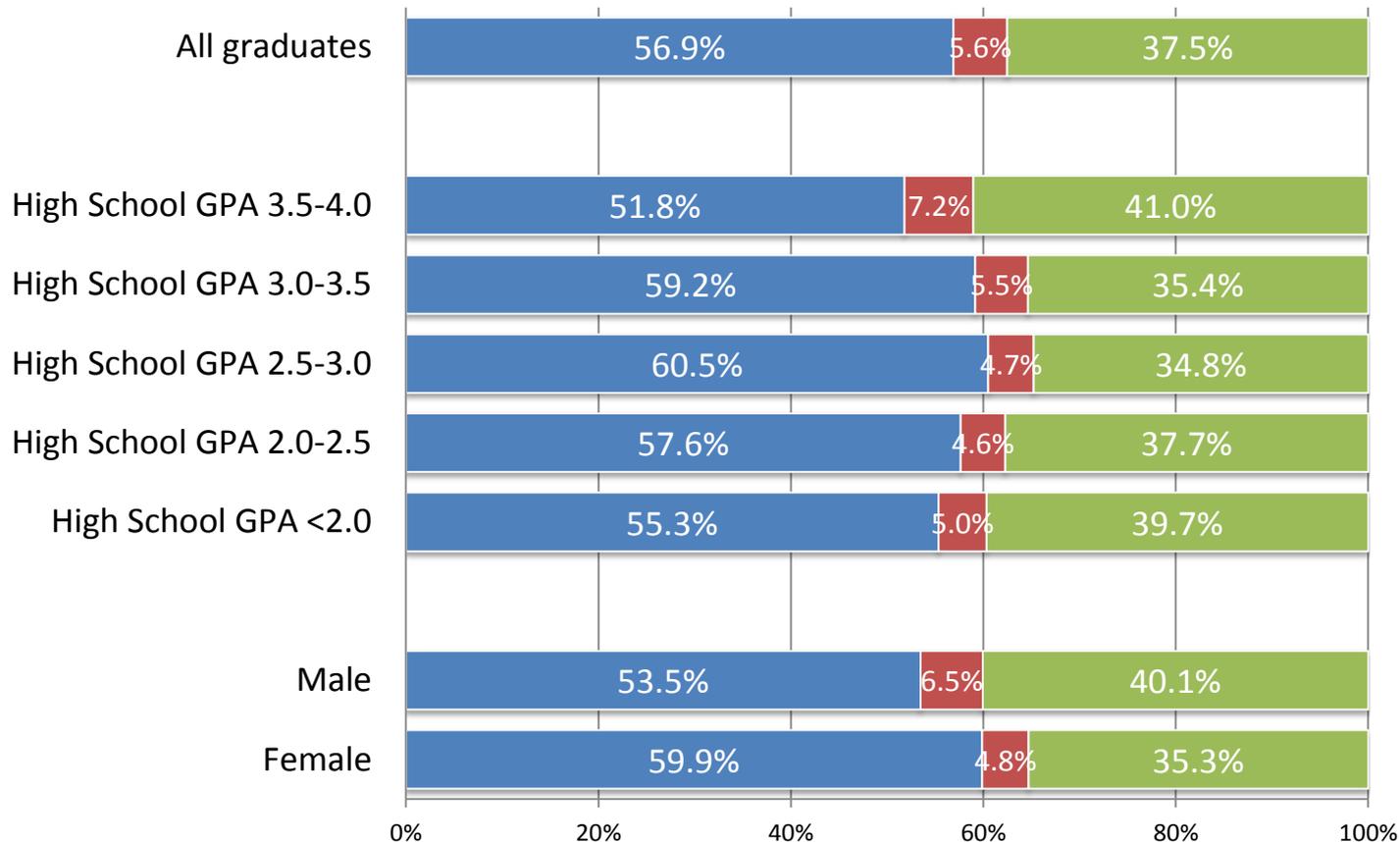


Note: Postsecondary students are classified according to the institution in which they were enrolled in Fall 2009. If not enrolled in the fall term, the students are classified by the type of institution associated with their earliest enrollment.

EXAMPLE: EMPLOYMENT DURING HIGH SCHOOL

Universe: 2009 high school graduates for whom employment status can be assessed

■ Employed during school year ■ Employed summer only ■ Not employed



Source: "Workforce Participation: Washington State High School Graduates, 2009," Washington Education Research & Data Center, forthcoming. <<http://www.erdc.wa.gov/briefs/>>

EXAMPLE: REMEDIAL COURSE-TAKING

(RECENT HIGH SCHOOL GRADUATES)

RCW 28B.10.685 requires each public higher education institution in the state to report annually to OSPI and SBE:

1. The number of students who, within three years of graduating from a Washington high school, enrolled in a state-supported precollege-level class at the institution.
2. The types of precollege classes in which each student was enrolled.
3. The name of the Washington high school from which each student graduated.

State Fiscal Stabilization Fund (SFSF) indicator: Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.

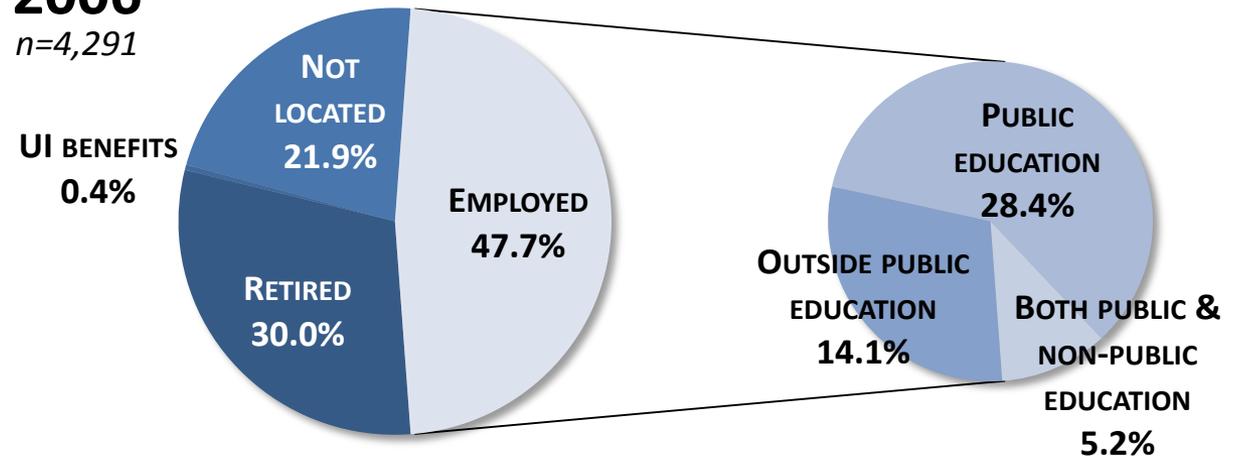
Remedial course-taking report for 2008-09 grads is in preparation.

EXAMPLE: WHERE DO TEACHERS GO?

Teachers who left teaching jobs matched against administrative records from Unemployment Insurance Program and Department of Retirement Systems (Washington state records only).

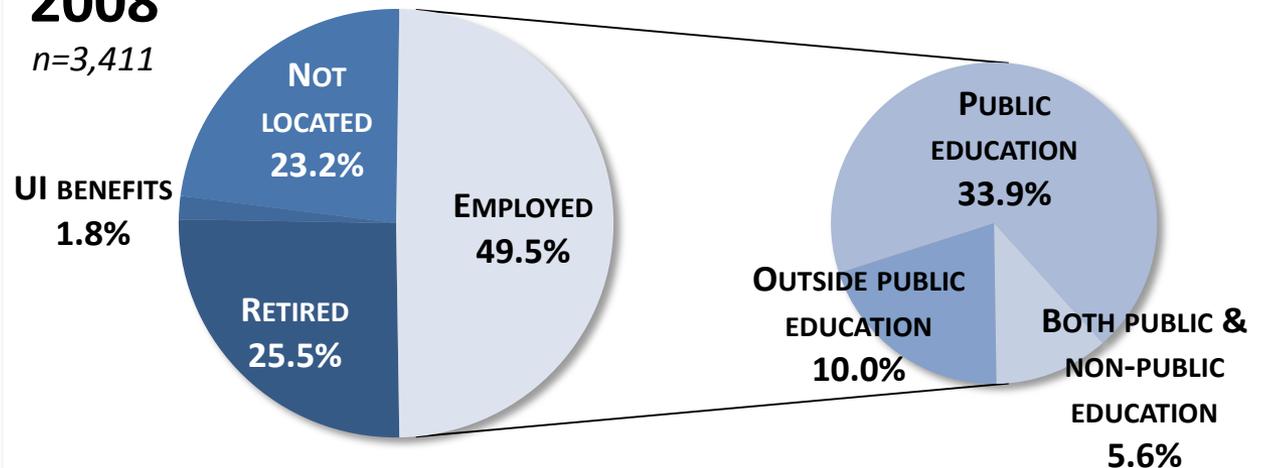
2006

n=4,291



2008

n=3,411



P-20/K-12 INTERACTIONS

- Career/Technical Education postsecondary and workforce follow-up (selected federal reporting items)
- Tech-Prep CTC follow-up (selected federal reporting items)
- SFSF-required postsecondary enrollment status (within 16 months of high school graduation)
- SFSF-required postsecondary credit status (within 2 years of high school graduation)
- SFSF-required remedial course-taking rates for recent high school graduates
- SFSF commitment to development of an employment handbook to standardize analyses of wage and employment outcomes of students

GRANT ACTIVITIES

- It's not just an IT project!
- Critical questions and related research (including selection of P-20 elements for high school feedback reports) will inform P-20 data warehouse development
- P-20 data warehouse is a research-oriented tool ...
 - Students studied based on characteristics – not used for determinations related to individual students
 - No need for personally identifying information (PII) in data warehouse – ERDC-assigned P-20 identifier is used to link records across sectors
- Data-sharing policies
- Source system enhancements: Department of Early Learning, Higher Education Coordinating Board, Public Centralized Higher Education Enrollment System (OFM)

APPLICATIONS MATCH

	Fall 2007
Undergraduate applications	68,675
Individuals	52,745
WA residents:	38,837
Enrolled (any institution)	29,741
Did not enroll:	9,096
Accepted for admission	5,738
Other (late, incomplete)	1,852
Denied admission:	1,506
Low GPA	305
Unknown GPA	198
Acceptable GPA	1,003
Unserved ("Waiting Line")	1,003 –1,201

Goal: to obtain an unduplicated count of qualified individuals applying to Washington public 4-year higher education institutions who were not served

Fall 2008 and Fall 2010 updates in preparation

Enhanced data available for the new studies: accurate K-12 information plus National Student Clearinghouse info

CONSIDERATIONS WHEN USING NATIONAL DATA

- Timeframe: Percent enrolling in fall vs. percent enrolling in 12 or 16 months after graduation.
- Treatment of Running Start students entering postsecondary after high school. Some considered “transfer” or “continuing” students when enrolling in CTC where Running Start courses were taken (so not counted as “first-time” college student).
- Full-time equivalent (FTE) versus “headcount” enrollment
- Classification of higher education institutions. When CTCs offer applied baccalaureate degree programs, they are classified as public 4-year institutions in the national data systems.

CONTACT US!

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